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ABSTRACT

This curriculum and teaching guide outlines the ISTEP (Indiana Statewide Testing for Educational Progress) 1988 Summer Remediation Program in reading, language, and mathematics provided for students in grades 1, 2, 3, and 6 who did not pass the minimum state standards for promotion to the next grade level based on the results of the ISTEP test. The major sections of the guide cover the reading curriculum, language curriculum, and the mathematics curriculum. The guide includes the following minor sections: (1) a foreword; (2) ISTEP achievement standards; (3) program logistics and schedule; (4) waiver provisions for both remediation and retention waivers; (5) ISTEP extended learning progress reports for the first, second, third, and sixth grades; and (6) guidelines for curriculum development for ISTEP extended learning program. (SR)

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ED300784

Indianapolis Public Schools

I.S.T.E.P. Summer Remediation

Curriculum

Reading, Language and Mathematics

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Summer, 1988

CS005393

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I.S.T.E.P. Summer Remediation Curriculum
Reading, Language and Mathematics

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FOREWORD

The I.S.T.E.P. Summer Remediation Program in reading, language and mathematics is being provided for students in grades 1, 2, 3 and 6 who did not pass the minimum state standards for promotion to the next grade level based on the results of The Indiana Statewide Testing for Educational Progress (I.S.T.E.P.). Students will be retained in their present grade level for 1988-1989 school year unless they attend the IPS Summer Remediation program and pass the re-test which will be given in July.

Summer I.S.T.E.P. Remediation will begin on Tuesday, June 14, and continue through July 15, 1988. There will be one Saturday session on June 18th. No classes will meet on Monday, July 4th. Transportation to the remediation site will be provided for students if they live more than one mile from the remediation site. There will be no charge for the remediation program or transportation.

Classes for elementary students in grades 1, 2, 3 and 6 will meet daily from 8:35 to 11:55 a.m. in 17 elementary buildings. These buildings are:

School #15	2302 East Michigan Street
School #20	1849 Pleasant Run Parkway, South Drive
School #27	545 East 16th Street
School #34	1410 Wade Street
School #44	2033 Sugar Grove Avenue
School #49	1902 West Morris Street
School #60	3330 North Pennsylvania Street
School #67	653 North Somerset Avenue
School #69	3421 North Keystone Avenue
School #70	510 East 46th Street
School #82	4700 English Avenue
School #83	5050 East 42nd Street
School #90	3351 West 18th Street
School #99	5801 East 30th Street
School #103	3920 Baker Drive
School #110	1740 East 30th Street
School #111	1780 Sloan Avenue

Classes for 8th grade students will meet daily from 7:30 to 10:50 a.m. in all ten of the junior high school buildings. All elementary locations and some of the junior high locations will also provide breakfast and lunch for students at no charge.

The Summer Remediation Program has been designed to provide maximum opportunities for students to achieve in reading, language and mathematics. Further, all teachers are encouraged to create classroom atmospheres that are conducive to the development of a positive self-concept in students. Research shows that students who feel good about themselves and their abilities are most likely to achieve in school. Instructional materials have been carefully selected and training will be provided so that teachers will have the resources to conduct lessons that insure student success and develop self-esteem.

Dr. James A. Adams
Superintendent

ISTEP ACHIEVEMENT STANDARDS

The Indiana State Board of Education has adopted the following ISTEP achievement standards for students in grades 1, 2, 3, 6, and 8.

A. Students whose ISTEP score falls below the 16th percentile on the norm-referenced portion of the test and whose score is at or below the achievement score established for their particular grade will be required to participate in summer remediation. These achievement standards are as follows:

Grade 1 - 66 of 103 achievement indicator items or 64%
Grade 2 - 90 of 134 achievement indicator items or 67%
Grade 3 - 113 of 164 achievement indicator items or 69%
Grade 6 - 144 of 241 achievement indicator items or 60%
Grade 8 - 139 of 249 achievement indicator items or 56%

B. The ISTEP standards for retention and/or remediation are the same.

Program Logistics and Schedule

Our ISTEP remediation program will be offered at all of our junior high schools for 8th grade students and at 17 elementary schools for students in grades 1, 2, 3, and 6 this summer. The 17 elementary school locations for the summer program are as follows: 15, 20, 27, 34, 44, 49, 60, 67, 69, 70, 82, 83, 90, 99, 103, 110, and 111. These programs will begin on Tuesday, June 14th and end on Friday, July 15, 1988. The programs will be comprised of 80 hours of instruction/testing time and will meet daily for 3 hours and 20 minutes.

Transportation, if needed, will be provided for summer remediation students to one of the program locations in accordance with standard IPS transportation guidelines. Breakfast and lunch will also be served in all of the ISTEP elementary schools.

Sites for the summer program were chosen on the basis of geographical location and size of buildings. Additional sites may be added to this list or may be changed based upon the needs of our students.

Class size for the ISTEP summer remediation program will be at 10 students or less. Elementary classes will be taught in a self contained environment with 1 hour and 20 minutes each day devoted to Mathematics and 2 hours devoted to Reading/Language Arts. Eighth grade classes will meet for 100 minutes per day in both Language Arts and Mathematics. The schedule for these programs will be as follows:

Elementary Schools (All Locations)

Students arrive	8:15 a.m.
Breakfast	8:15 - 8:35 a.m.
Instruction	8:35 - 11:55 a.m.
Lunch	11:55 - 12:20 p.m.
Dismissal	12:20 p.m.

Junior High Schools (All Locations)

Students arrive	7:25 a.m.
Period 1	7:30 a.m.
Period 2	9:10 a.m.
Dismissal	10:50 a.m.

WAIVER PROVISIONS

The State of Indiana allows for waivers from either the remediation program and/or the retention provisions for students who fail the ISTEP. The following procedures will be used to request waivers from either the remediation program or mandatory retention.

REMEDIATION WAIVERS

There are three possible reasons for granting a student a waiver from attending the remediation program. These reasons are as follows:

1. The student's ISTEP score does not accurately relfect the student's knowledge level of English/Language Arts and Mathematics. This waiver must be based on the professional judgment of the student's teacher(s) and principal. The waiver must be submitted on the IPS Form A and must include the following supportive documentation.

    A. A copy of the student's current report card
    B. A copy of the student's March, 1988 ISTEP results
    C. A copy of the student's permanent record (pink) card.

Eighth grade waiver requests must contain supporting statements from both the student's language arts and mathematics teacher. In all cases, the final decision will be made by the principal. Students' waiver requests in grades 1, 2, 3, and 6 must contain a supporting statement from the student's regular teacher and principal.

2. The student's performance during the school year indicates that the student will be retained in the same grade level regardless of the test score. A student in this category may attend the summer remediation program, but a passing score on the ISTEP re-test will not change the retention decision. Any of these students, who will not be attending the summer remediation program, must have a waiver form completed (Form A) and submitted. The following supportive documentation is to be included.

    A. A copy of the student's current report card
    B. A copy of the student's March, 1988 ISTEP results
    C. A copy of the student's permanent record (pink) card.

3. The parent or guardian has submitted an alternative plan for the student's summer remediation which has been approved by the principal. The student will be required to take the re-test this summer and no further waiver regarding retention will be granted. A student in this category has had the parent or guardian submit a written plan that has the approval of the principal for summer remediation. These students will be subject to re-testing during the final week of IPS Summer ISTEP remediation and the results of that test will determine promotion. The following documentation must be submitted along with the waiver application.

A. A copy of the student's current report card
B. A copy of the student's March, 1988 ISTEP results
C. A copy of the student's permanent record (pink) card
D. A copy of the parent's application for an alternative program with the approval signature of the principal (Form B).

All applications for remediation waivers must be received by the Superintendent no later than Monday, June 6, 1988.

RETENTION WAIVERS

The State of Indiana allows for students to be waived from the retention requirements of ISTEP providing one of the following conditions are met:

1. The student's March ISTEP score or summer re-test score does not accurately reflect the student's knowledge of English/Language Arts and Mathematics and the student meets or exceeds the state requirements regardless of the test score. This waiver request (Form A) can be submitted by the student's regular teacher(s) and principal prior to remediation, or by the summer school remediation teacher(s) and principal. The following documentation needs to be submitted along with the waiver application:

    A. A copy of the student's current report card
    B. A copy of the student's March, 1988 ISTEP results
    C. A copy of the student's July, 1988 ISTEP results
    D. A copy of the student's permanent record (pink) card.

2. The student has been retained at least once at the current grade level or a previous grade level and both of the following conditions are met and attested to in writing by the student's teacher and principal.

    A. The student is achieving at that student's potential despite the test score and
    B. It is not academically in the best interest of the student to retain the student an additional time at this grade level.

    The waiver application also needs to have attached the following supporting documentation:

    A. A copy of the student's current report card
    B. A copy of the student's March, 1988 ISTEP results
    C. A copy of the student's July, 1988 ISTEP results
    D. A copy of the student's permanent record (pink) card.

LANGUAGE ARTS

First Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student_____ Student Number_____

Teacher_____ School_____

Total Number of Students in Class_____

Profile of I.S.T.E.P. Results

Skills	ISTEP Spring Results	ISTEP Summer Results
Reading Strategies/Comprehension		
words in context	_____	_____
literal meaning	_____	_____
inferential meaning	_____	_____
Applied Reading Skills		
labels, signs, symbols	_____	_____
Language Use		
language used to influence	_____	_____

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery indicators. In such a case, teacher judgment will be relied on to provide insight into a student's skill level.

For Methodology: Circle the methods you tried; asterisk (*) the ones you found successful with this student.

TEACHER COMMENTS:

11

METHODOLOGY (Circle)

children's literature
mastery learning
silent reading
cooperative teaching
individualized instruction
whole group instruction
reward strategies
self-concept development
phonics drill
learning styles
reading-writing instruction
oral development
experience charts
skill instruction
other (list)
_____
_____

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LANGUAGE ARTS

Second Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student_____ Student Number_____

Teacher_____ School_____

Total Number of Students in Class_____

Profile of I.S.T.E.P. Results

Skills	ISTEP Spring Results	ISTEP Summer Results
Reading Strategies/Comprehension		
words in context	_____	_____
literal meaning	_____	_____
inferential meaning	_____	_____
Applied Reading Skills		
labels, signs, symbols	_____	_____
Critical Judgments		
reality, fantasy	_____	_____
Language Use		
language used to influence	_____	_____
Writing		
capitalization	_____	_____
punctuation	_____	_____

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery coding. In such a case, teacher judgment should be used to determine a student's skill level.

For Methodology: Circle the methods you tried; asterisk (*) the ones you found successful with this student.

METHODOLOGY (Circle)

children's literature
parental involvement
mastery learning
silent reading
cooperative teaching
individualized instruction
whole group instruction
reward strategies
self-concept development
phonics drill
reading-writing instruction
oral development
experience charts
skill instruction
other (list_____

TEACHER COMMENTS:

LANGUAGE ARTS

Third Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student_____ Student Number_____

Teacher_____ School_____

Total Number of Students in Class_____

Profile of I.S.T.E.P. Results

Skills	ISTEP Spring Results	ISTEP Summer Results
Reading Stretegies/Comprehension		
words in context	_____	_____
literal meaning	_____	_____
inferential meaning	_____	_____
Applied Reading Skills		
labels, signs, symbols	_____	_____
Critical Judgments		
reality, fantasy	_____	_____
cause/effect	_____	_____
Writing		
Forms of Written English		
spelling	_____	_____
punctuation	_____	_____
capitalization	_____	_____

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery coding. In such a case, teacher judgment will be relied on to provide insight into a student's skill level.

For Methodology: Circle the methods you tried; asterisk (*) the ones you found successful with this student.

METHODOLOGY (Circle)

volunteer tutors
children's literature
parental involvement
mastery learning
silent reading
cooperative teaching
individualized instruction
whole group instruction
reward strategies
self-concept development
phonics drill
reading-writing instruction
oral development
experience charts
other (list)
_____
_____

TEACHER COMMENTS:

LANGUAGE ARTS

Sixth Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student_____ Student Number_____

Teacher_____ School_____

Total Number of Students in Class_____

Profile of I.S.T.E.P. Results

Skills	ISTEP Spring Results	ISTEP Summer Results
Reading Strategies/Comprehension		
words in context	_____	_____
literal meaning	_____	_____
inferential meaning	_____	_____
gathering information	_____	_____
Critical Judgments		
cause/effect	_____	_____
fact/opinion	_____	_____
Language Usage		
language to influence	_____	_____
Structure of Language		
basic grammar concepts	_____	_____
Writing		
Revised and Edited		
Clarity, coherence and unity	_____	_____
Forms of Written English		
spelling	_____	_____
punctuation	_____	_____
capitalization	_____	_____
usage	_____	_____

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery coding. In such a case, teacher judgment should be used to determine a student's skill level.

METHODOLOGY (Circle)

children's literature
parental involvement
mastery learning
silent reading
cooperative teaching
individualized instruction
whole group instruction
reward strategies
self-concept development
phonics drill
reading-writing instruction
oral development
experience charts
skill instruction
other (list)
_____
_____

TEACHER COMMENTS:

GUIDELINES FOR CURRICULUM DEVELOPMENT FOR ISTEP EXTENDED LEARNING PROGRAM

1. Meaningful Learning
   Connect classroom learning to the real world whenever possible. Activities should be purposeful to the student.

2. Learning to Learn
   Instruct and practice metacognitive skills. Many remedial students have not internalized a structure for "how to learn." They believe learning is memorizing meaningless facts and information.

3. Instructional Methodology
   Assume previous instruction for ISTEP ELP students did not meet their specific educational needs. A different instructional design is indicated.

4. Extended Learning
   Provide extra time for learning. The slower student may need more time than the average student to learn the same skill.

5. Effective Instruction
   Set high but realistic student expectations, attend to affective concerns, offer a variety of instructional strategies and provide directed student practice. These are important components which become critical when working with remedial students.

6. Mastery Learning
   Provide directed practice. Provide correction or extended learning immediately. Assure each student has mastered the skill before proceeding. Teacher must exhibit patience and persistence.

7. Workbook Skill and Drill
   De-emphasize workbook skill and drill. They are the most passive of learning strategies. They encourage superficial learning.

8. Learning Atmosphere
   Maintain active classrooms where ALL students interact, talk, share and are involved in meaningful learning.

9. Materials
   Utilize materials in a supportive capacity. They are secondary to teacher-student interaction. Library books, math manipulatives, learning games, computer assisted instruction and newspapers are alternatives to regular classroom texts.

10. Learning Styles
    Employ "hands on" instruction. Remedial students are often multisensory learners.

Reading Curriculum

Theme

"What you say, you can write.
What you write, you can read.
Reading is talk written down."

The 1988 I.S.T.E.P. Summer Remediation Program in reading will focus on increasing children's involvement in the reading process. The amount of actual reading time spent by elementary children daily is alarming. According to researcher, Dr. Jerome Niles, elementary children spend approximately fifteen minutes per day in actual reading.

All too often, a class is divided into three groups based on a timed reading test given at the beginning of the semester. Emphasis in reading is on reading skills. Teachers rely on workbooks which include endless pages on finding the main idea, selecting supporting details, determining the correct meaning of vocabulary words, choosing an appropriate title from a list of four or five, and numbering sentences in the order in which they occurred in a given paragraph. Children are taught to fill in the blanks, guess at multiple choice answers, and to figure out sequencing exercises.

Isn't reading more than a check-list of skills, ranging from decoding through comprehension, to literary analysis? Shouldn't children interact with the text, the teacher, other children? Isn't the purpose of reading to communicate, not to complete tasks.

Researchers and teachers agree that direct instruction in skills, concepts and processes is essential if students are to comprehend, integrate and apply the skills independently to what they read. Reading should be taught as a constructive thinking process. We build from the children's experiences by moving from the known to the unknown. The intent of all reading is to empower students. Children must interact with the text, the teacher and other children. The reading program must be constructed around an environment that is conducive to verbal interactions which fosters learning to read.

The I.S.T.E.P. Summer Remediation Reading Program is designed to actively involve children in the reading process. Each lesson, Monday thru Thursday, will begin with the teacher reading aloud to the children. On Fridays, the children will have the opportunity to read to the class. They will be guided to select their own books. By the end of the program, every child will have had this experience, especially with class size being held constant at the level of ten. Children will be exposed to different genres each week. They will recognize familiar stories and have a chance to enjoy new ones.

One portion of each day will be allotted to the direct teaching of phonics. There is agreement among educators that skills in word recognition and phonics are essential for effective reading. Further, reading authorities of all schools of thought hold that teachers of reading and language arts have the responsibility to help children acquire the skills that will enable them to unlock unknown words. Children were tested on phonetic skills at each level on I.S.T.E.P. (Word analysis)

Insights: Reading as Thinking is the program that has been selected to provide the thinking activities for the kind of direct instruction in reading we want to provide for our children. The goal of instruction is to enable students to be aware of their reading purpose and to be sensitive and flexible to the requirements of the text. Teachers will use whole-group instruction. The strategies and teaching techniques in whole-group instruction allow teachers to model for students the ways in which thinking occurs.

Teachers will follow the steps of a Directed Reading Activity (D.R.A.). During each reading lesson, children will be engaged in, before reading, during reading and after reading activities. Research indicates that effective reading instruction involves activities in these three phases of the reading process. Instruction during reading is both the most difficult and the most important part of teaching reading. It is also the part which is often not developed.

Insights provides four strategy lessons for each unit. Teachers should interact with children in one directed reading lesson per day. The fifth day of each week is to be used for 'Independent Reading Activities.' Independent Activities are to be carefully selected from the array of enrichment activities, strategy activities, subject-related applications, context applications and bulletin board activities found at the end of each unit in Insights. Listed in this Guide are additional activities teachers may choose from also.

Daily Sustained Silent Reading will allow each child to use the skills they've acquired to enjoy literature of their own choosing. Sustained Silent Reading means that students will be able to choose among a wide assortment of books and periodicals and read them in class without interruption at their own pace and in their own way. They should have the further option of choosing how they will respond to their books, including the option of not having to respond formally to some of what they read. Having, valuing and using a library is a major objective of reading. It is also a way of becoming a more effective, efficient and versatile reader. There is no better form of practice and drill in reading. It is a way of encouraging a lifetime commitment to reading as a means to knowledge and entertainment.

Teachers in the I.S.T.E.P. Summer Remediation Program will receive training in reading, writing, and mathematics instruction. Every effort will be made to familiarize teachers with the materials to be used and techniques for implementation. A structured lesson plan for reading has been developed to assist teachers in maximizing time-on-task for children and to assure that adequate time is allotted to increase children's involvement in the reading process.

We are looking forward to a most productive and rewarding I.S.T.E.P. Summer Reading Remediation Program for children and teachers.

Objectives

The I.S.T.E.P. Summer Reading Program should:

1. Provide children with quality, whole group instruction using alternative materials and strategies for corrective instruction.

2. Assure variable time for learning, emphasizing additional time on task for those who need it.

3. Teach children specific learning strategies. A learning strategy is a mental operation for organizing memory, solving problems, or facilitating comprehension.

4. Help children to use language effectively in oral and written communication.

5. Encourage children to succeed and to believe in their own abilities while promoting childrens' interest in and enthusiasm for reading.

Materials for I.S.T.E.P. Reading

1. Insights: Reading as Thinking

   Mastery Education
   Grades 1, 2, 3 and 6

2. Scholastic Paperbacks

   Best-Seller Collections
   Twenty books in each set.
   Grades 1, 2, 3 and 6

3. Scoring High: Random House

   A program of test behaviors and subject-area skills tested by the California Achievement Tests.
   (Word analysis, Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications)
   Grades 1, 2, 3 and 6

4. Yellow Pages for Students and Teachers

   Grades 1, 2, 3 and 6

5. Speak and Spell Electronic Learning Aid

   Grades 1, 2

6. S.R.A. Reading Laboratory

   Developmental I
   Grades 1, 2

7. S.R.A. Reading Laboratory

   Developmental II
   Grades 3, 6

8. Reading Comprehension Skill Boxes

9. You Can Read Phonetic Drill Cards

10. A Phonics Quiz (Brief Review of Phonics Generalizations)

Daily Schedule

Time Frame: 2 hours

Reading/Language

Monday - Thursday

10 minutes	Teacher reads to class (poetry, short story, chapter, etc...)
15 minutes	Phonics Instruction
35 minutes	Directed Reading Activity - (D.R.A.) speaking, listening, reading, writing
15 minutes	Sustained Silent Reading (books selected according to interest level of students)
40 minutes	Directed Writing Activity
5 minutes	Closure (summary and evaluation) and Planning

Friday

15 minutes	Student reads to class
45 minutes	Independent Reading Activities
15 minutes	Sustained Silent Reading
40 minutes	Independent Writing Activities
5 minutes	Closure (summary and evaluation) and Planning

Reading Pacing Schedule

Insights: Reading as Thinking

Grade 1

Units 1, 4, 7, 10

June 14 - 18	Unit 1: Picture Details
June 20 - 24	Unit 4: Title/Main Ideas
June 27 - July 1	Unit 7: Making Inferences
July 5 - 8	Unit 10: Sequence in Stories

Grade 2

Units 2, 5, 6, 7

June 14 - 18	Unit 2: Predicting Outcomes
June 20 - 24	Unit 5: Titles/Main Ideas
June 27 - July 1	Unit 6: Locating Topic Sentences
June 5 - 8	Unit 7: Making Inferences I: The Process

Grade 3

Units 2, 4, 7, 8

June 14 - 18	Unit 2: Recognizing Sequence in Stories
June 20 - 24	Unit 4: Topic Sentence
June 27 - July 1	Unit 7: Cause and Effect
July 5 - 8	Unit 8: Compare and Contrast

Grade 6

Units 2, 3, 4, 5

June 14 - 18	Unit 2: Analyzing Paragraphs
June 20 - 24	Unit 3: Main Character Traits
June 27 - July 1	Unit 4: Making Inferences from Fact
July 5 - 8	Unit 5: Contrasting Opinions

Grouping for Instruction

1. Children will be grouped for instruction according to their grade equivalent. (on grade level instruction)

2. Teachers will use whole group instruction.

3. The scores from the C.A.T. and I.S.T.E.P. Supplement will be used to identify weaknesses and to help the teacher plan for instruction.

4. The C.A.T. will be administered at the end of summer school to measure growth.

Instructional Model

Teachers will use whole group instruction. Research supports that whole-class teaching methods are an effective way to maximize the amount of time that children are on task.

Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group	Whole Group	Whole Group	Whole Group	Independent and Small Group Reading Activities

Whole Group Instruction

1. Teachers will use a combination of quality whole-group instruction and effective small-group remediation to insure maximum time-on-task.

2. A skill or concept will be introduced, modeled and practiced in teacher-directed oral activities with the whole group.

3. Each Directed Reading Activity (D.R.A.), will consist of teaching/learning activities with an emphasis on interactive discussion of the objective and the learning task.

4. Children will have the opportunity for independent practice of each skill.

5. Teachers will use Insights: Reading as Thinking during the D.R.A.

Rationale for using Insights: Reading as Thinking

a. Insights instruction is a process-oriented approach that integrates the knowledge of the reader with the purpose for reading and the structure of the text.

b. Each unit in Insights begins with a review of prerequisite skills so that each child can participate in the group instruction independent of prior learning.

c. Children are encouraged to participate and receive immediate feedback which is needed, by both teachers and children, in order to monitor the process of learning.

d. Within each unit, there is a series of strategy lessons. Each strategy lesson (K-4) begins with a teaching activity, based on direct instruction to the whole class. This involves interactive discussion, chalkboard activities, or the use of manipulatives related to the learning task.

e. Each teaching activity in Insights is paired with a student activity which provides opportunities for guided practice.

f. Teachers will correct the practice assignments immediately so that children get prompt feedback on their learning, or correctives, as needed.

g. For Grades 5-8, direct instruction is necessary for developing increasingly complex comprehension abilities. Teachers will use the suggestions for discussion activities, included in the overview, to activate students' prior knowledge before starting each unit.

h. Teachers will take an active role in leading discussions, developing ideas, and asking students to paraphrase and give examples and reasons.

i. All of the units in Insights (K-8) consists of a series of strategy lessons representing a carefully planned learning progression from prerequisites to mastery of the unit objective.

j. At the beginning of each unit the lesson is more teacher directed, the content is more familiar and concrete, the amount of written response is limited and the passages are short. By the end of the unit the children will use the strategy independently with text that has unfamiliar and abstract content, where the written response form is open-ended, and the reading passages are longer.

6. Upon completion of each series of strategy lessons, children are to be evaluated using the criterion-referenced tests included in each unit.

7. Children who demonstrate mastery on the evaluation will engage in enrichment activities provided in Insights.

8. Children who do not achieve mastery on the evaluation will receive additional time-on-task using a different learning approach. Teachers will work with a small group, or one-on-one with those who need reteaching of the unit objective using the additional activities provided in Insights.

9. Only those children needing reteaching using a different learning approach will take the re-evaluation.

10. Teachers of Grades 1 and 2 will use the bulletin board activities found at the end of each unit in Insights to help reinforce and review unit concepts. These bulletin boards are not merely visual displays or reminders; but, active learning centers where children manipulate the materials used in the display to review and reinforce unit concepts.

Bulletin Board Activities

Grades 1 and 2

1. Bulletin board activities provide further practice in the skill introduced and taught in each unit.

2. Bulletin boards should be ready to be displayed on the first day of each week.

3. Children complete the bulletin board activities on Friday of each week or at the end of the D.R.A. on Thursday.

4. A diagram, materials needed, and directions for student participation are found in Insights at the end of each unit for Grades 1 and 2.

Oral Reading: Read-Aloud Time

"There is no substitute for a teacher who reads children good stories. It whets the appetite of children for reading and provides a model of skillful oral reading. It is a practice that should be continued through the grades." Becoming a Nation of Readers

1. Teachers will read-aloud to students for the first ten minutes of each day. (Monday-Thursday)

2. Dr. Barbara Schmidt, Professor in the Department of Teacher Education, California State University so aptly recalls:

   "Remember smuggling stories into the curriculum to quiet students down during rainy day recess or fill time when the "real work" was completed? Remember our disappointment at having to close the book just at the best part because we worried that too much time was spent having fun?"

3. Exposure to quality language and literature is a critical aspect of learning to master and appreciate that language.

4. Read-aloud time or oral reading is an integral and necessary part of every school day.

5. Research studies indicate that a direct relationship exists between reading aloud and growth in reading performance, language development, and interest in reading. (Chomsky, 1972; Sims, 1977; Huck, 1976; McCormick, 1977)

6. Teachers will set the stage for read-aloud time by asking questions about the selection that will engage children in thought and language.

   Example:
   a. Use the title or pictures to elicit responses about what children might expect to hear in the story, for example, "What do you think will happen when Ira Sleeps Over?"

   b. Ask questions that help children to link their own personal experience to the story content, for example, "Have you ever spent the night at a friend's house? What happened?"

   c. Share a personal experience of your own related to story content, for example, "We're going to hear a story about a boy named Ira who wanted to spend the night with his best friend, but he did'nt want to at the same time. I know just how he feels. One time I..."

7. Teachers are asked to share a different genre each week, so that children can experience a wide exposure to quality literature during the summer remediation program.

8. Keeping a list of story titles on a chart in the classroom will remind children of the good stories heard during read-aloud time.

   Example: Room 11's All-Time
   Read Aloud Favorites

   Some children may be inspired to look for these titles at the public library.

9. Children will be encouraged to read-aloud on Fridays to the class.

10. Each teacher will receive a set of Scholastic Paperbacks, best-seller collections, appropriate for their grade level.

11. These books can be read during Sustained Silent Reading by the children and shared on Fridays or children may wish to share a favorite of their own.

12. References for Teachers:

Beaver, J. "Say It! Over and Over." Language Arts, vol. 59 (February 1982), pp. 143-148.

Becoming a Nation of Readers: The Report of the Commission on Reading. Washington, D.C.: The National Institute of Education, 1985.

Butler, C. "When the Pleasurable is Measurable: Teachers Read Aloud." Language Arts, vol. 57 (November-December 1980), pp. 882-885.

Chomsky, C. "Stages in Language Development and Reading Exposure." Harvard Education Review, vol. 42 (February 1972), pp. 1-33.

Cullinan, B. "Books in the Life of Young Children." In Literature and Young Children. Edited by B. Cullinan and C. Carmichael. Urbana, IL: National Council of Teachers of English, 1977.

Huck, C. Childrens Literature in the Elementary School. New York: Holt, Rinehart and Winston, 1976.

McCormick, S. "Should You Read Aloud to Your Children?" Language Arts, vol. 54 (February 1977), pp. 139-143.

Sims, R. "Reading Literature Aloud." In Literature and Young Children. Edited by B. Cullinan and C. Carmichael. Urbana, IL: National Council of Teachers of English, 1977.

Trelease, J. The Read-Aloud Handbook. New York: Penguin Books, 1985.

Phonics Instruction

Learning to Read:

The Majority Report cited in A Report of a Conference of Reading Experts sponsored by the Carnegie Corporation asserted that:

We consider phonics one of the essential skills that help children identify printed words that they have not seen before and then understand the meaning that those words represent. Without phonics most children cannot become self-reliant, discriminating, efficient readers.

1. Teachers will receive a handbook of Basic Phonics Generalizations and a set of You Can Read Phonetic Drill Cards.

2. Fifteen minutes of direct instruction in phonics will be provided for children in grades 1, 2, 3 and 6.

3. Children in the upper grades as well as the primary grades will benefit from this instruction as many upper grade students have missed the proper training in the lower grades and need remedial work in phonics.

4. All children, regardless of age and ability, should be exposed to basic phonetic rules. Teachers should reteach and reinforce word patterns necessary for sounding out words in reading and spelling.

5. Each lesson will begin with a list of words either on the chalkboard or on a transparency to be projected on an overhead.

6. One phonetic element will be introduced in each lesson.

7. Every word introduced in a lesson should follow the rule. Children become confused when a mix of phonetic elements are introduced in the same lesson.

8. Teachers may vary techniques for introducing the words. Direct instruction techniques are most effective when taught to the whole group.

Example: Introduce skill.

Have students read the list of words using several techniques.

Cover or remove word list.

Dictate four or five words.

Children write words in their notebooks.

Put words on board for children to self-correct.

Dictate two or three sentences.

Have children repeat the sentences.

Children write sentences in their notebooks.

Put sentences on board for children to self-correct.

9. Each lesson should begin with a review word and a sentence from the previous lesson.

10. Teachers are encouraged to praise children for correct work. Children may be rewarded for their efforts and improvement. Younger children respond well to receiving stickers; older children enjoy receiving points which can be accumulated and redeemed for special treats or privileges.

Sustained Silent Reading

1. Fifteen minutes will be provided each day for Sustained Silent Reading.

2. The key to success is regularity, children need to know that independent reading is important enough to happen again and again; they need to know that they are expected to be readers.

3. Providing the time for Sustained Silent Reading will give all children an opportunity to involve themselves in reading for sheer pleasure.

4. Teachers may encourage children to share, however, reading pleasure is the goal of this activity. Silent reading can become more active if children are encouraged to share.

5. Scholastic Paperbacks, best-seller collections, have been provided for grades 1, 2, 3 and 6. There are twenty books in each collection. Children are to select books from this collection for Sustained Silent Reading, as often as possible.

6. Teachers will model for students during this time.

OUTLINE:

DIRECTED READING ACTIVITY

I. Readiness Period
   1. Establish background
   2. Set purpose for reading
   3. Introduce vocabulary

II. Guided Silent Reading
   1. Develop questions to read to answer
   2. Encourage purposeful reading
   3. Read silently

III. Skill Development and Comprehension
   1. Discussion of selection
   2. Develop skills which need attention or lesson illustrates
   3. Enrich meaning of what was read

IV. Silent or Oral Re-reading
   1. Clarify hazy comprehension
   2. Diagnose oral reading ability
   3. Improve work analysis and definition skills

V. Follow-Up Activities
   1. Preparation of related materials
   2. Study activities
   3. Independent, extended, correlated reading

Closure and Planning

1. Time will be spent at the end of each Reading/Language session to recall the objectives of the day.

2. Teachers may use the following questions:

    a. What did we do today?

    b. What are we going to do tomorrow?

3. "Meaning" of a learning task is one of the most important factors in successful learning, according to Madeline Hunter. By involving children in the planning and helping them to see the relationship of one learning activity to another brings "meaning" to the lesson.

4. A good lesson begins with a clear understanding, by all, of its purpose. Teachers may ask:

    a. What did we do in reading yesterday?

    b. What did we say we were going to do today?

5. Closure is brought to a lesson by recalling what was accomplished in the lesson and planning for the next lesson.

6. Discussion during closure and planning, will allow teachers to get a general feel for the level of understanding, motivation and interest of students.

Independent Reading Activities

1. In lieu of the Directed Reading Activity (D.R.A.) using Insights, teachers will guide children in small group or individual activities, on Friday of each week.

2. One part of the independent time must be spent with children working on specific reading skills using Scoring High: Random House.

3. Individual profile sheets from the C.A.T. and I.S.T.E.P. Supplement will help teachers to determine which skills and the amount of time to be devoted to Scoring High for each student.

4. The remainder of the time will be spent with children engaged in independent reading activities designed to make reading fun and to incorporate the skills taught during the week.

5. Independent Reading Activities on Fridays will encompass a wide range of meaningful activities. It is expected that teachers will provide the kinds of activities that will produce quality samples of childrens' work to be displayed in each building during the last week of summer school.

Suggested Activities

a. Make an individual or class book.

b. Write a poem and illustrate it.

c. Do some webbing or story mapping.

d. Develop an illustrated class dictionary.

e. Make a thesaurus.

f. Write a play, tape it.

g. Design a word game. Write the directions and make the necessary components to play the game.

h. Make a filmstrip. Write a script for it.

i. Design a cryptogram.

j. Build a crossword puzzle.

h. Make a large freeze of a familiar story and label the characters, scenes, etc...

i. Build a small stage, make puppets and put on a puppet show of a favorite or original story.

Supplementary Materials

The following materials are provided as resource and supplementary materials for teachers. The use of these materials will be determined by teachers based on the needs of their students, available time and the appropriateness of each material.

1. Yellow Pages for Students and Teachers
2. Speak and Spell Electronic Learning Aid
3. S.R.A. Reading Laboratory - Developmental I or II
4. Reading Comprehension Skill Boxes
5. You Can Read Phonetic Drill Cards

A Typical Day in the Summer Reading/Language Remediation Program

Monday Thursday

8:35	-	8:45	Read-Aloud Time (Various genres)
8:45	-	9:00	Whole Group Phonics Instruction
9:00	-	9:35	D.R.A., Insights
9:35	-	9:50	Sustained Silent Reading (Scholastic Paperbacks)
9:50	-	10:30	Directed Writing Activity
10:30	-	10:35	Whole Group Closure and Planning

Friday

8:35	-	8:50	Student Read-Aloud Time
8:50	-	9:35	Independent Reading Activities (Scoring High and Creative Activities)
9:35	-	9:50	Sustained Silent Reading (Scholastic Paperbacks)
9:50	-	10:30	Independent Writing Activities
10:30	-	10:35	Whole Group Closure and Planning

Preparation for Testing

1. Most of the last week of the Summer Remediation Program will be devoted to testing.

2. In preparation for testing, formal reading instruction will not occur during the last week.

3. Teachers will use Scoring High: Random House with their students during the last week of summer remediation, exclusively.

4. During the regular scheduled Reading/Language time, teachers will assist students with those sections of Scoring High devoted to Reading/Language.

Language Curriculum

OBJECTIVES FOR LANGUAGE ARTS

To provide learning opportunities for students to:

1. use language to express, analyze, and enlarge upon thoughts and ideas

2. recognize how language is used to influence thoughts, attitudes, and behavior

3. engage in a process that includes prewriting, drafting, revising, editing and publishing

4. use appropriate conventions of usage and mechanics in formal speaking and writing situations.

LANGUAGE ARTS INSTRUCTIONAL MATERIALS

The Random House Achievement Program in Composition will be used in all ISTEP Extended Learning classes. Students will be given an expendable book which provides an instructional program whose goal is to help students achieve a high level of writing ability. The program shows students how to integrate and apply grammar, usage, mechanics, and composition skills.

Grade One - Level One

Week I	Unit I - Lessons 1-4
Week II	Unit I - Lessons 5-8
Week III	Unit II- Lessons 1-4
Week IV	Unit II- Lessons 5-7

Additional Activities

1. Choose a lesson in Unit III to use in writing a story.
2. Develop a class newspaper with examples of student writing.
3. Develop a class book of stories and illustrations.
4. Plan a large bulletin board with stories and related pictures on display.
5. Read stories to the children and have them write compositions about the story.

Grade Two - Level Two

Week I	Unit I - Lessons 1-4
Week II	Unit I - Lessons 5-7 Unit II - Lessons 1-2
Week III	Unit II - Lessons 3-6
Week IV	Unit III- Lessons 1-6

Additional Activities

1. Choose a lesson in Unit IV for writing a composition.
2. Write letters to a friend.
3. Develop a class newspaper.
4. Use a bulletin board for displaying riddles the students have written.
5. Help students write a group report on an interesting topic.

Grade Three - Level Three

Week I	Unit I - Lessons 1-4
Week II	Unit I - Lessons 5-7 Unit II- Lessons 1-2
Week III	Unit II- Lessons 3-7
Week IV	Unit IV- Lessons 1-6 Writing to Describe

Additional Activities

1. Choose a lesson from Unit III or Unit V for additional practice.
2. Write letters to pen pals.
3. Make a class riddle or joke book.
4. Develop a bulletin board with lists of descriptive words.
5. Respond to a story read in a library book by writing about a character.

Grade Six - Level Six

Week I	Unit I - Lessons 1-5
Week II	Unit I - Lessons 6-8 Unit II - Lessons 1-2
Week III	Unit II - Lessons 3-6 Unit III- Lessons 1-2
Week IV	Unit III- Lessons 3-5 Unit IV - Lessons 1-4

Additional Activities

1. Choose a lesson from Unit V for additional practice.
2. Write and illustrate books for younger children.
3. Develop paragraphs describing various interesting places to visit.
4. Write original stories and poems for a class literary journal.
5. Write in individual journals each day.
6. Write summaries of library books that are read at home.

THE WRITING PROCESS

The Indiana Curriculum Proficiency Guide states that "through learning opportunities provided in writing, students should engage in a process that includes prewriting, drafting, peer sharing, revising, editing and publishing."

The writing process is a series of stages through which writers progress in producing a composition. The stages are described in our textbook as prewriting, drafting, revising, and editing.

Prewriting includes all the activities a writer engages in to explore a subject in order to get thoughts down on paper.

1. Brainstorming in small groups
2. Clustering - grouping ideas on paper around a topic
3. Making jot lists
4. Using the chalkboard or overhead to generate ideas

Drafting is the stage of putting ideas in sentences and paragraphs.

Students are encouraged to have fluency more than correctness. Encourage students to get several ideas written down on paper.

Revising is the process of adding, deleting or moving words. and ideas around.

Reading the composition aloud to another person is a valuable technique for discovering changes that need to be made.

Editing involves correcting errors of mechanics and form. It also includes rewriting in acceptable handwriting.

Peer editing is an effective way of helping students proofread. All papers must be carefully edited before before being placed on public display.

INSTRUCTIONAL STRATEGIES

Cooperative Learning

Have students work in pairs or small groups to complete the first two pages of each lesson.

Encourage students to review and share responses to open-ended exercises.

Large Group Instruction

Have the entire group of students work together to develop a composition. Practice using the writing process as a group activity to help students fully understand the process.

Individualized Instruction

Work with individual students who seem to be having difficulty with specific steps in the writing process.

Auditory Learning

Encourage students to read compositions aloud to each other and make comments about the way the writing can be improved.

Vary Writing Materials

Allow students to use the chalkboard, large sheets of paper, wide tipped pens, colored paper, letter cards, phrase strips and other manipulatives to provide variety in writing.

Parental Involvement

Provide as many opportunities as possible for parents to respond to assignments. Creative writing projects may be an outgrowth of activities in the home.

LANGUAGE ARTS PROFICIENCIES TESTED on ISTEP

A language arts supplement of up to eighteen items is included at some grade levels to provide more complete coverage of the English/Language Arts proficiency statements. The topics included on the supplement at each grade level are described and sample items given.

Grade 1 Supplement (11 items):

- .Reading skills applied to everyday life-interpreting signs and symbols
- .Recognizing and adapting language use-recognizing how language is used to influence others

Grade 2 Supplement (12 items):

- .Reading skills applied to everyday life-interpreting signs and symbols
- .Thinking critically and reflectively-distinguishing reality from fantasy
- .Recognizing and adapting language use-recognizing how language is used to influence

Grade 3 Supplement (18 items):

- .Reading skills used to gather and analyze information-locate and use parts of books
- .Reading skills applied to everyday life-interpreting labels
- .Recognizing and adapting language use-recognize how language is used to influence

Grade 6: No Language Arts Supplement

Language Arts Supplement

A language arts supplement of up to twelve items is included at some grade levels to provide more complete coverage of the English/Language Arts proficiency statements. The topics included on the supplement at each grade level are described below and sample items given. (Please note: The sample items are not actual pilot-tested items for a given grade level. They are provided to illustrate how the concept will be tested.)

Grade 1 Supplement (11 items):

Proficiency: Reading skills applied to everyday life--interpreting signs and symbols

SAMPLE:

Look at the signs. Find the sign that shows how fast a car is allowed to go. Mark your answer.

O

O

O

O

Proficiency: Recognizing and adapting language use--recognizing how language is used to influence others

SAMPLE:

Dear Aunt Sue,

I love my new doll. It was the very best birthday present in the whole world.

Love,
Kathy

Kathy said that the new doll is "the very best birthday present in the whole world" to make her aunt think

o she likes the present very much

o the doll is pretty

o she will play with the doll

Grade 2 Supplement (12 items):

Proficiency: Reading skills applied to everyday life--interpreting and symbols

SAMPLE:

Look at the signs. Find the sign that means handicapped parking. Mark your answer.

O

O

O

O

Grade 3 Supplement (12 items)*

Proficiency: Reading skills used to gather and analyze information--locate and use parts of books

SAMPLE:

Table of Contents

The First Settlers 4

Last Boy at Bat 11

The Dog Who Thought She Was a Person 17

New Noisy Neighbors 23

The Enchanted Planet 26

On what page would you look for a story about animals?

- o 4
- o 11
- o 17
- o 23
- o 26

Proficiency: Recognizing and adapting Language use--recognize how language is used to influence

SAMPLE:

A sign on the door said:

The sign said that the free kittens are "no trouble at all" to make you think that kittens

- are fun to play with
- like to get in trouble
- are easy to take care of

Please Note: The items on the Grade 3 Supplement will be pilot tested only in 1988-89. They will be used as part of the criterion-referenced portion of the test and the achievement standard in 1989-90.

Grade 6: No Language Arts Supplement

PREPARING STUDENTS FOR CAT

Grade 1

The California Achievement Test will be given to students at the end of summer school.

As you plan for instruction, please emphasize the topics listed below.

The chart may be used to help you remember the number of times you have emphasized these topics. You may also wish to indicate which students need special help on a particular topic.

WORD ANALYSIS					
Single Consonants/Oral					
Consonant Clusters Digraphs/Oral					
Long Vowels/Oral					
Short Vowels/Oral					
Sight Words/Oral					
VOCABULARY					
Categories/Words					
Definitions/Words					
Synonyms					
Words in Context					
COMPREHENSION					
Sentence Meaning					
Passage Details					
Stated Main Idea					
Character Analysis feeling					
Interpreting Events conclusion					

LANGUAGE EXPRESSION					
Usage					
Nouns singular plural					
Verbs agreement tense					
Adjectives, Adverbs modifier/adjective					
Sentence Structure					
Sentence Formation statement to question sentence completion					

PREPARING STUDENTS FOR CAT

Grade 2

The California Achievement Test will be given to students at the end of summer school.

As you plan for instruction, please emphasize the topics listed below.

The chart may be used to help you remember the number of times you have emphasized these topics. You may also wish to indicate which students need special help on a particular topic.

WORD ANALYSIS					
Consonant Clusters					
Digraphs/Oral					
Long Vowels					
Short Vowels					
Diphthongs, Variant Vowel					
Sounds					
Sight Words/Oral					
Compound Words					
Root Words, Affixes inflectional endings					
VOCABULARY					
Synonyms					
Antonyms					
Words in Context					
COMPREHENSION					
Passage Details					
Character Analysis feeling					
Central Thought main idea					
Interpreting Events conclusion					

SPELLING					
Vowel Sounds					
Consonant Sounds					
Structural Units inflectional endings					
LANGUAGE MECHANICS					
Capitalization					
Pronoun I					
Nouns					
Adjectives					
Beginning Words, Titles					
Punctuation					
Period					
Question Mark					
Exclamation Point					
LANGUAGE EXPRLSSION					
Usage					
Nouns singular plural					
Pronouns personal					
Verbs agreement tense					
Adjectives					
Adverbs					
Sentence Structure					

PREPARING STUDENTS FOR CAT

Grade 3

The California Achievement Test will be given to students at the end of summer school.

As you plan for instruction, please emphasize the topics listed below.

The chart may be used to help you remember the number of times you have emphasized these topics. You may also wish to indicate which students need special help on a particular topic.

WORD ANALYSIS					
Consonant Clusters					
Digraphs/Oral					
Long Vowels					
Short Vowels					
Diphthongs, Variant					
Vowel Sounds					
Compound Words					
Root Words, Affixes roots prefixes suffixes					
VOCABULARY					
Synonyms					
Antonyms					
Homonyms					
Words in Context					
COMPREHENSION					
Passage Details					
Character Analysis					
Central Thought main idea					
Interpreting Events conclusion cause, effect predict outcome					
Forms of Writing reality, fantasy					

SPELLING					
Vowel Sounds					
Irregular Spelling					
Consonant Sounds					
Structural Units inflectional endings homonyms contractions compounds					
LANGUAGE MECHANICS					
Capitalization					
Pronoun Adjectives Nouns Beginning Words, Titles					
Punctuation					
Period Question Mark Exclamation Point Comma, Colon Semicolon, Quotation Mark					
Capitalization and Punctuation					
LANGAUGE EXPRESSION					
Usage					
Nouns singular plural possessive					
Pronouns personal					
Verbs agreement tense					
Adjectives					
Adverbs					
Sentence Structure					
Sentence Sequence					

PREPARING STUDENTS FOR CAT

Grade 6

The California Achievement Test will be given to students at the end of summer school.

As you plan for instruction, please emphasize the topics listed below.

The chart may be used to help you remember the number of times you have emphasized these topics. You may also wish to indicate which students need special help on a particular topic.

WORD ANALYSIS					
Consonant Digraphs initial medial final					
Variant Consonant Sounds					
Diphthongs, Variant Vowel Sounds					
Root Words, Affixes roots prefixes suffixes					
VOCABULARY					
Synonyms					
Antonyms					
Homonyms					
Affixes					
Words in Context					

COMPREHENSION					
Passage Details					
Character Analysis					
Central Thought main idea author purpose author viewpoint tone, mood					
Interpreting Events conclusion cause, effect predict outcome					
Forms of Writing fact, opinion					
Writing Techniques figurative persuasive structural					
SPELLING					
Vowel Sounds					
Consonant Sounds					
Structural Units prefixes suffixes homonyms compounds similar word parts					

LANGUAGE MECHANICS					
Capitalization					
Pronoun I Nouns Adjectives Beginning Words, Titles					
Punctuation					
Period Question Mark Exclamation Point Comma, Colon Semicolon, Quotation Mark					
Capitalization and Punctuation					
Proofreading letter parts end mark beginning capital comma nonessential/ capitalization/ punctuation					
LANGUAGE EXPRESSION					
Usage					
Nouns possessive					
Pronouns personal					
Verbs agreement tense					
Adjectives, Adverbs					
Sentence Structure					
Sentence Recognition					
Paragraph Development					
Topic Sentence identity develop					
Sentence Sequence					

Mathematics Curriculum

ISTEP OBJECTIVES FOR ELEMENTARY MATHEMATICS

GRADES 1-3

To provide learning opportunities for students to:

1. develop a positive attitude toward mathematics
2. use number sentences to demonstrate relationships among whole numbers
3. demonstrate an understanding of the place value system for whole numbers
4. use fractions to express mathematical concepts and relationships
5. demonstrate computational skills with whole numbers
6. recall and recognize facts, definitions, and symbols
7. read, write, and sequence whole numbers
8. use shape, size, and position to recognize, describe, classify, and compare geometric objects.
9. estimate and measure, using standard and nonstandard units.
10. develop problem-solving strategies.
11. collect, organize, display, and interpret data.

GRADE 6

To provide learning opportunities for students to:

1. develop a positive attitude toward mathematics
2. communicate a functional understanding of the place value system for whole numbers, decimals, and integers
3. use numbers expressed in fractional form
4. compute with whole numbers, decimals, and fractions
5. demonstrate understanding of rations, proportions, and percents
6. computation and estimation
7. develop problem-solving strategies for routine, non-routine, and consumer-related problems through manipulating objects, drawing diagrams, and using appropriate mathematical symbols.
8. demonstrate relationships among numbers, including number sentences with constants and variables (place holders).
9. recognize, describe, classify, and compare plane and solid geometric shapes
10. select and use appropriate instruments and units for estimating and measuring length, area, volume, capacity, weight, and temperature
11. collect, organize, represent, interpret, draw conclusions, and predict from data using tables, charts, and graphs.

MATHEMATICS INSTRUCTIONAL MATERIALS

MATERIALS AND TIMELINE

The Modern Curriculum Press (MCP) Mathematics Program will be used in all ISTEP Extended Learning classes. Students will be given an expendable book which provides an instructional program whose goal is to help students achieve a high level of mathematics proficiency. The program shows students how to integrate and apply concepts and computational skills. Following is a simple schedule for the four-week program.

Grade One - Level A
Grade Two - Level B
Grade Three - Level C
Grade Six - Level E

Week 1 - Chapters 1-4
Week 2 - Chapters 5-8
Week 3 - Chapters 9-12
Week 4 - Chapters 13-15

For detailed analysis of objective coverage in the MCP material related to ISTEP, see the next 4 pages.

ADDITIONAL ACTIVITIES

1. Have speed tests on basic facts approximately twice per week with the appropriate operations using the standard speed test format.

2. Have regular board-work activities including competition with basic operations, possibly with the entire class at the same time.

3. Plan a large bulletin board with highlights of the week's activities, student work, and important objectives displayed.

4. Make an extra copy of a student's page each day and every other day and give to students for homework. The page would, of course, have been already completed in class from the student book, but could be sent home as well to reinforce the concept.

INDIANAPOLIS PUBLIC SCHOOLS
ISTEP EXTENDED LEARNING PLAN OF INSTRUCTION - 1988
Mathematics Concept Categorization - Grade 1

CONCEPT	SKILL/APPLICATION	MCP-A
Numbers and Numeration	Recognizing order and ordinal numbers (numeric, verbal, symbolic) Recognizing numbers (verbal, symbolic) Visualizing Fractional Parts Recognizing place value up to tens Recognizing simple expanded notation Recognizing patterns (number, shape)	Ch. 1, 5, 10-12
Operations with Whole Numbers	Knowing basic facts in Addition to 9+9 (horizontally, vertically) Adding up to 3 single-digit numbers Adding up to 2 two-digit numbers with no regrouping Knowing basic facts in subtraction to 18-9 (horizontally and vertically) Subtraction up to 2 two-digit numbers with no regrouping	Ch. 2-4, 6, 9-11, 13-14
Number Sentences	Constructing simple number sentences (equations)	ALL
Word Problems	Solving single-step problems involving simple addition and subtraction.	ALL
Geometry & Related Measures	Recognizing simple plane shapes Recognizing simple solid shapes	Ch. 14
Measurement	Finding lengths in customary units (inches)	Ch. 14
Graphing Relations	Reading simple pictographs	Ch. 15
Time	Telling time to the hour Reading monthly calendars	Ch. 8
Money	Finding sums of pennies, nickels, and dimes. Recognizing relationships between coin	Ch. 1-13

INDIANAPOLIS PUBLIC SCHOOLS
ISTEP EXTENDED LEARNING PLAN OF INSTRUCTION - 1988
Mathematics Concept Categorization - Grade 2

CONCEPT	SKILL/APPLICATION	MCP-B
Numbers and Numeration	Recognizing order and ordinal numbers (numeric, verbal, symbolic) Using inequality symbols to show order Visualizing Fractional Parts Recognizing place value up to hundreds Recognizing simple expanded notation Recognizing patterns (number) forward and reverse	Ch. 1-5, 10-11, 13
Operations with Whole Numbers	Recognizing basic facts in Addition to 9+9 (horizontally and vertically) Adding up to 3 two-digit numbers with regrouping Adding up to 2 three-digit numbers with no regrouping Knowing basic facts in subtraction to 10-9 (horizontally and vertically) Subtracting a single-digit number from a two-digit number with regrouping. Subtracting up to 2 three-digit numbers without regrouping.	Ch. 1-4, 7-12
Number Sentences	Constructing simple number sentences (equations)	ALL
Word Problems	Solving single-step problems involving simple addition and subtraction.	ALL
Geometry & Related Measures	Recognizing simple plane shapes Recognizing simple solid shapes	Ch. 13
Measurement	Recognizing simple capacity relationships (customary)	Ch. 14
Graphing Relations	Reading simple bar-graphs	Ch. 8, 15
Time	Telling time to the quarter-hour Reading monthly calendars	Ch. 6
Money	Finding sums of pennies, nickels, dimes and quarters. Recognizing relationships between coins and bills Additing and subtracting money values in cents to more than 1 dollar.	Ch. 1-12

INDIANAPOLIS PUBLIC SCHOOLS
ISTEP EXTENDED LEARNING PLAN OF INSTRUCTION - 1988
Mathematics Concept Categorization - Grade 3

CONCEPT	SKILL/APPLICATION	MCP-C
Numbers and Numeration	Recognizing order and ordinal numbers (2-digit and 3-digit numbers, simple fractions) Recognizing numbers (visually by grouping, numerically) Finding simple fractional parts Visualizing fractional parts Recognizing place value up to thousands Recognizing simple expanded notation Recognizing patterns (number, shape) Rounding up to hundreds Recognizing odd and even numbers Estimating by rounding to tens and hundreds.	Ch. 2, 4, 8-9, 11-15
Operations with Whole Numbers	Adding up to 3 three-digit numbers or 2 four-digit numbers with regouping (horizontally and vertically) Subtracting up to 2 three-digit numbers with regrouping (horizontally and vertically) Knowing basic facts in multiplication to 9x9 (horizontally and vertically). Multiplying a single digit number by a number of up to three-digits with regrouping. Knowing basic facts in division to 100÷10 (horizontally and in long division format) Recognizing number families for basic facts.	Ch. 1, 3-4, 7-15
Number Sentences	Completing open number sentences involving addition and multiplication.	Ch. 1, 3-8 10-15
Word Problems	Solving single step problems involving additon, subtraction and multiplication.	Ch. 1, 3-8 10-15
Geometry & Related Measures	Recognizing simple plane shapes. Recognizing simple solid shapes Finding perimeters and areas of simple plane shapes. Identifying lines of symmetry. Recognizing congruence	Ch. 5-6, 8-11, 13, 15
Measurement	Recognizing relationships between customary units (feet, inches, yards) Reading a thermometer.	Ch. 5-6, 9, 15
Graphing & Relations	Reading bar graphs	Ch. 4, 12-14
Time	Telling time to 5-minute intervals Reading a monthly calendar	Ch. 5, 8, 13
Money	Finding change from up to $10.00	Ch. 2-4, 8-10

INDIANAPOLIS PUBLIC SCHOOLS
ISTEP EXTENDED LEARNING PLAN OF INSTRUCTION - 1988
Mathematics Concept Categorization - Grade 6

CONCEPT	SKILL/APPLICATION	MCP-E
Numbers and Numeration	Recognizing numbers in expanded notation Recognizing fractional parts visually Recognizing decimal fractions visually Recognizing place value in whole numbers and decimal forms Reading simple number-line graphs showing fractional and decimal coordinates. Rounding decimal forms and whole numbers Estimating by rounding to tens, hundreds or thousands. Recognizing simple exponent notation Knowing the relationship of mixed fractions and improper fractions. Recognizing the relationship of decimal forms to fractions. Recognizing common multiples Knowing how to compute averages Knowing the application of divisibility rules Recognizing odd and even numbers Recognizing prime and composite numbers. Setting up simple ratios.	Ch. 1-4, 6-11, 14
Operations With Rational Numbers	Adding, subtracting, multiplying and dividing of whole numbers with up to 5 digits (horizontally and vertically) -- division by, at most, a two digit number. Adding, subtracting, multiplying and dividing simple and mixed fractions with like and unlike denominators. Adding, subtracting, multiplying and dividing decimal forms. Recognizing special properties of operations.	Ch. 1-5, 8-11, 14
Number Sentences	Solving simple number sentences.	ALL
Word Problems	Solving one-step and two-step problems with simple operations of whole numbers, fractions, and decimals. Analyzing given information to solve several stated problems. Solving simple logic problems.	ALL
Geometry and Related Measures	Recognizing simple solid shapes Recognizing right acute and obtuse angles. Identifying simple relationships of points, lines and planes. Recognizing basic definitions of perimeter, circumference, and the necessary related parts. Recognizing parallel and perpendicular lines Recognizing congruence Finding areas of simple plane figures Finding volume of simple solid shapes	Ch. 6, 11-13
Measurement	Recognizing relationships in the metric system (length, weight) Recognizing relationships in the customary system for capacity (ounces, cups, quarts, gallons) and length (inches, feet, yards)	Ch. 6
Graphing & Relations	Reading line graph Reading pictographs	Ch. 14-15
Time	Recognizing relationships between digital time and clock-face time.	Ch. 6

MATHEMATICS

First Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student _____ Student Number _____

Teacher _____ School _____

Total Number of Students in Class _____

Profile of I.S.T.E.P. Results

Proficiencies	ISTEP Spring Results	ISTEP Summer Results
Compute, whole numbers	_____	_____
Recall facts, symbols	_____	_____
Place value	_____	_____
Read, write, sequence numbers	_____	_____
Geometric figures	_____	_____
Estimation, measurement	_____	_____
Problem solving	_____	_____
Data, graphs	_____	_____

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery coding. In such a case, teacher judgment should be used to determine a student's skill level.

For Methodology: Circle the methods you tried; asterisk (*) the ones you found successful with this student.

METHODOLOGY (Circle)

manipulatives
large group instruction
individualized instruction
cooperative learning
reward strategies
thinking strategies
peer tutoring
instruction addresses different learning styles
self-concept development
parental involvement
mastery learning
drill sheets
other (list)

_____
_____

MATHEMATICS

Second Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student _____ Student Number _____

Teacher _____ School _____

Total Number of Students in Class _____

Profile of I.S.T.E.P. Results

Proficiencies	ISTEP Spring Results	ISTEP Summer Results
Compute, whole numbers	_____	_____
Place value	_____	_____
Fractional representation	_____	_____
Read, write, sequence numbers	_____	_____
Geometric figures	_____	_____
Estimation, measurement	_____	_____
Problem solving	_____	_____
Data, graphs	_____	_____

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery coding. In such a case, teacher judgment should be used to determine a student' skill level.

For Methodology: Circle the methods you tried; asterisk (*) the ones you found successful with this student.

METHODOLOGY (Circle)

manipulatives
large group instruction
individualized instruction
cooperative learning
reward strategies
thinking strategies
peer tutoring
instruction addresses different learning styles
self-concept development
parental involvement
mastery learning
drill sheets
other (list)

_____

_____

MATHEMATICS

Third Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student _____ Student Number _____

Teacher _____ School _____

Total Number of Students in Class _____

Profile of I.S.T.E.P. Results

Proficiencies	ISTEP Spring Results	ISTEP Summer Results
Compute, whole numbers	_____	_____
Recall facts, symbols	_____	_____
Number sentences	_____	_____
Place value	_____	_____
Fractional representation	_____	_____
Read, write, sequence numbers	_____	_____
Geometric figures	_____	_____
Estimation, measurement	_____	_____
Problem solving	_____	_____
Data, graphs	_____	_____

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery coding. In such a case, teacher judgment should -e used to determine a student's skill level.

For Methodology: Circle the methods you tried; asterisk (*) the ones you found successful with this student.

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METHODOLOGY (Circle)

manipulatives
large group instruction
individualized instruction
cooperative learning
reward strategies
thinking strategies
peer tutoring
instruction addresses different learning styles
self-concept development
parental involvement
mastery learning
drill sheets
other (list)

_____
_____

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MATHEMATICS

Sixth Grade

I.S.T.E.P. Extended Learning Plan of Instruction

Student_____ Student Number_____

Teacher_____ School_____

Total Number of Students in Class_____

Profile of I.S.T.E.P. Results

Proficiencies	ISTEP Spring Results	ISTEP Summer Results
Whole numbers, decimals, fractions		
Place value		
Fractional form		
Ratio, proportion, percent		
Estimation, mental computation		
Problem solving		
Variables, number sentences		
Geometry		
Estimation, measurement		
Data, graphs		

DIRECTIONS:

For Proficiencies: Place a plus (+) next to each proficiency mastered and a minus (-) next to each proficiency not mastered. If there are less than 4 items measuring a proficiency, ISTEP will not provide mastery or non-mastery coding. In such a case, teacher judgment should be used to determine a student's skill level.

For Methodology: Circle the methods you tried; asterisk (*) the ones you found successful with this student.

METHODOLOGY (Circle)

manipulatives

large group instruction

individualized instruction

cooperative learning

reward strategies

thinking strategies

peer tutoring

instruction addresses different learning styles

self-concept development

parental involvement

mastery learning

drill sheets

other (list)

_____

_____